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A report submitted by the Alaskan Governor's Committee on Education indicates that the quality of education in rural schools, both state-sponsored and Bureau of Indian Affairs-sponsored, is in need of improvement. This plan for school reorganization in Alaska recommends consolidation of small rural schools in favor of wider curricular offerings afforded by larger schools; all public schools of Alaska are ultimately to be subordinated to State control, including Bureau of Indian Affairs schools. The plan outlines criteria for establishing elementary, junior high, and regular and regional boarding high schools. The report concludes that a need exists for establishing regional comprehensive high schools with dormitory facilities to accommodate those students from remote areas who presently are being deprived of a secondary education due to lack of facilities. (DA)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

JUNEAU

AN OVERALL EDUCATION PLAN FOR RURAL ALASKA

Submitted
by
The Governor's Committee on Education

Approved
by
Governor William A. Egan

as the

OFFICIAL STATE PLAN

Revised
February 28, 1966

VT003146

FOREWORD

An overall plan for the operation of rural schools in Alaska has been developed which includes:

1. Long range plans for rural education;

2. A schedule for the gradual consolidation of State and Bureau of Indian Affairs (BIA) operated schools into a single State school system;

3. Provision for continued study and revision so that the plan may be adjusted to changing conditions.

In January, 1905, the Nelson Act was passed providing for the establishment of schools in areas outside incorporated towns for "white children and children of mixed blood who lead a civilized life." These schools were placed under the jurisdiction of the Governor of Alaska. They later provided the nucleus of the territorial system of schools when, in 1917, a territorial department of education was established with jurisdiction over all schools not under the control of the U. S. Bureau of Education.

With the passage of the Nelson Act of 1905, two school systems were established which still exist today. Clearly, the concept of two systems of education—one for native youth and the other for nonnative—is inconsistent with the tenets of a democratic nation and more specifically is in conflict with the Alaska Constitution, which states:

> "The Legislature shall by general law establish and maintain a system of public schools open to all children of the State."

Alaska's total educational program should be under the jurisdiction of the State. However, providing school facilities for all children in Alaska and assuming complete control of schools now operating under the jurisdiction of the Bureau of Indian Affairs would create a financial burden which Alaska cannot assume at the present time.

The continued operation of two school systems creates a very real danger that educational programs disparate in philosophy will be developed so that further obstacles to consolidation will result. With full knowledge of this danger, an "Agreement of Understanding on Educational Policies" was developed during a joint meeting held in Washington, D.C., on March 1, 1962, with officials attending from the Bureau of Indian Affairs, the State of Alaska, the University of Alaska, and the U. S. Office of Education. The agreement commissioned the State of Alaska to "formulate an overall plan with local participation for (a) expansion of present high school educational facilities and (b) transfer of Bureau-operated schools to State management and operation."

Following the Washington agreement, Governor William A. Egan appointed a State education committee comprising the Area Director of the Bureau of Indian Affairs; the Alaska Secretary of State; the Commissioner of Education; the Dean of the College of Behavioral Sciences and Education of the University of Alaska; and a member of the Alaska Board of Education. The committee was directed to prepare an overall State plan for rural school operation and the ultimate consolidation of the two school systems now operating in the State.

It was agreed that the two issues should be considered separately, although clearly the development of a rural school plan must take into account the second objective which is the merging of the two systems. Since the transfer of schools from the Bureau of Indian Affairs to the State will be gradual in nature, there is an obvious advantage in obtaining agreement on general principles and guidelines in rural school expansion which can be followed by both agencies.

This plan can be considered as the State of Alaska's overall proposal for rural education with its recommendations to be used as guidelines to future investigations and implementation of the plan. It is important, however, that the analysis and recommendations set forth herein should not be considered final. This plan should be under constant review so that changes can be made in light of changing conditions and new information.

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PREFACE

The first printing of "An Over-All Education Plan for Rural Alaska," dated May 25, 1963, was well received, with the resultant demand for copies greater than expected.

Following subsequent meetings of the Governor's Committee on Rural Education, revisions and modifications have been made.

Additional copies of this report may be obtained by contacting the State Department of Education, 326 Alaska Office Building, Juneau, Alaska.

REVISED REPORT:

February 28, 1966

TABLE OF CONTENTS

Foreword
Preface
Table of Contents

Sec. I Description of Alaska Schools 1

Sec. II General Policy Considerations 4
Policy Considerations, Day—Boarding Schools 5
Policy Considerations, Small High Schools 5
The Need to Preserve Home Ties 6

Sec. III The Elementary School 6
Criteria for Establishing Elementary Schools 7
Special Preparation of Teachers and Instructional Materials for Alaskan Rural Schools 7

Sec. IV The Junior High School 8
Criteria for Establishing Junior High Schools 8

Sec. V The Regular (Local) High School 8
Criteria for Establishing Regular (Local) High Schools 9

Sec. VI The Regional Boarding High School. 9
Criteria for Establishing Regional Boarding High Schools 11

Sec. VII Special Educational Programs 12
Education for Overage, Undereducated Youth and Adults 12
Education of the Exceptional Child 12
Special High Schools 13

Sec. VIII Continuing Committee on Education 14

Sec. IX Cooperating Planning for School Construction 14
Emergency School Construction Needs 15

Sec. X Finance 16

Sec. XI Recommendations 17

Appendix A: Average Daily Membership, Alaska Rural Schools

Appendix B: School Enrollment, Bureau of Indian Affairs Schools

Appendix C: Memorandum of General Agreement, State of Alaska—Bureau of Indian Affairs

Appendix D: Alaska State Plan, Johnson-O'Malley Act Funds

I. DESCRIPTION OF ALASKA SCHOOLS

There are two school systems in the State of Alaska—the State system and the BIA system. The State directly operates schools through the Department of Education. These are called State-operated schools. In addition, 19 cities, 9 borough districts and one special district (Haines) operate schools under general State laws and are referred to as "district" schools. [1]

Of 97 State-operated schools, 13 are operated entirely with Federal monies under Johnson-O'Malley contracts, and 8 are on-base schools for children of military-base personnel. Johnson-O'Malley schools within boroughs will be transferred according to a November 27, 1964 schedule of agreement with Bureau of Indian Affairs to borough school systems. As prescribed standards are met, all other schools operated by the State through JOM contract funds will be transferred to State and borough operations.

During the 1964-65 school year 13,756 children were educated in State-operated schools—3,951 in rural schools, 383 in Johnson-O'Malley rural schools, and 9,422 in on-base schools. In addition, the State, through its political subdivisions, educated 42,891 children. Approximately 6,000 children were receiving education in 80 BIA schools.

With the implementation of the borough form of government, a number of schools formerly operated by the State Department of Education are now within the jurisdiction of borough school districts. This report is concerned primarily with rural educational problems and does not consider problems of on-base schools and schools operated by political subdivisions.

The State rural schools are generally quite small. They are located throughout the State, the majority being in Western and Southwestern Alaska. Typically, school enrollments range from 12 to 60 pupils, and schools employ from 1 to 4 teachers. Only the following State-operated schools provide secondary programs:

Bethel	Glennallen	**Tanana
*Delta Junction	**McGrath	**Thorne Bay
Fort Yukon	Metlakatla	Tok

* Grades 9 and 10 ** Special high schools

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[1] All independent school districts, except the Haines Independent School District, were merged on or before January 1, 1964 into the various boroughs created under Chapter 146, SLA 1961, or Chapter 52, SLA 1963. The city school districts of Kenai, North Pole, Seward, and Girdwood also were merged into boroughs on or before January 1, 1964.

The State has recently constructed a 150-student regional vocational boarding school at Nome which will begin operation on July 1, 1966.

All State rural schools are administered by the Alaska Department of Education. Rural schools, including those under Johnson-O'Malley contract, operated by the State, are listed in Appendix A. Also listed is the average daily membership of each school during the 1964-65 school year together with the number of teachers employed in each school.

During the fiscal year 1964-65, the State appropriated $1,189,625 to cover operating costs of rural schools; obtained $1,981,375 in Public Law 874 Federal-impact funds, and $600,016 in Johnson-O'Malley monies.

Bureau of Indian Affairs schools are generally small. The majority of enrollments ranges from 14 to 60 pupils. Six larger day schools enroll up to 500 pupils.

Most BIA schools are located in Northwestern Alaska. At the present time the Bureau operates a boarding high school at Mt. Edgecumbe which enrolls 672 children from all parts of the State. The BIA also provides ninth and tenth grade courses at Unalakleet. A few schools operated by the BIA offer directed study (correspondence) courses in high school work. Chemawa School in Oregon, which was attended by 775 Alaskan students in 1965-66, offers a full high school curriculum.

The BIA is constructing high schools at Kotzebue and Barrow. The objective is to provide high school instruction through Grade 12.

The BIA schools are listed in Appendix B. Also listed is the number of students enrolled in each school as of December, 1964, together with the number of teachers employed in each school.

Native children in Alaska lag behind the general population in educational opportunities. The authors of "A Foundation for Alaska's Public Schools," a survey report prepared in 1961 for the Alaska State Board of Education, point out that in 1960 only 1,832 out of 5,365 native children between the ages of 14 and 19 were enrolled in high school. An additional 1,941 from this age group were still attending elementary school, and 1,595 were not attending school. The most recent census figures indicate that only 34 per cent of Alaska's 5,368 native youths of high school age are enrolled in secondary schools.[1] However, many of these youths are in school but at a

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[1] Erick L. Lindman (director), "A Foundation for Alaska's Public Schools: Report of a Survey" (prepared for the Alaska State Board of Education, September, 1961), p. 7 (mimeographed).

lower level. A recent survey of BIA and State-operated schools in approximately 200 villages indicated the following percentages of high school age students who were reported as not attending any school:

Survey of Rural School Enrollments, as of January, 1965

Age	Per Cent by Age Out of School
13	1%
14	2%
15	3%
16	6%
17	11%
18	24%

A survey of non-returnees to boarding schools operated by the Bureau of Indian Affairs reveals the following:

Survey of Non-Returnees to BIA Boarding Schools, 1965

Number eligible to return	1,120
Number returned (1965-66)	1,010
Number who enrolled in other schools	71 (estimated)
Number out of school or whereabouts unknown	39
Per cent of non-returnees (dropouts)	3.5%

Rapidly increasing enrollments, coupled with the need to educate a larger percentage of children in rural areas, have necessitated a rapid increase in expenditures for school operation and construction. State expenditures for rural schools have increased from $2,540,134.89 in fiscal year 1959-60 to $2,619,318.91 in 1960-61; $3,586,798.99 in 1961-62; $4,077,605 in 1962-63; $3,171,000 in 1964-65. The decline for the last year is caused by the borough assumption of responsibility for certain State-operated schools. Total expenditures for school construction, from all sources—State and Federal—have increased from $3,028,017 in 1958-60 to $3,686,051 in 1960-62, and $7,584,000 in 1962-64. The latter amount included a $5,000,000 bond issue for the State vocational school at Nome.

The BIA has accelerated its school construction program similarly. It has increased its budget from $1,025,000 in 1959-60; $1,025,000 in 1960-61; $2,343,000 in 1961-62; and $4,855,000 in 1962-63; and $4,962,000 in 1963-64.

The State provides correspondence courses to approximately 300 children in their home communities and approximately 75 children leave their homes to attend schools operated by political subdivisions. The parents pay the tuition and the cost of these students' board and room.

Secondary education in the rural areas is especially limited. Several small communities with elementary schools are unable to support a high school. In the small communities where high school programs have been established, curricular offerings are of necessity extremely limited and the education obtained by students attending them is meager.

Although small elementary schools may be operated with only one teacher, considerably more difficulty arises in successfully operating small high schools. The remoteness and the small size of rural communities make nearly impossible the provision of adequate local secondary school programs. Of the 88 rural communities in which the State operates schools, 9 offer secondary programs, with 4 of these high schools enrolling more than 50 students (Bethel, Delta Junction, Glennallen, and Metlakatla).

The BIA provides free secondary schooling for approximately 1,650 Alaska native children at Mt. Edgecumbe boarding school, Wrangell Institute, Chemawa Indian School and Unalakleet Day School. For the school year 1965-66, approximately 150 students who have applied for admission to boarding schools could not be accepted due to lack of space.

Considering the figures cited and the fact that the State offers secondary programs in 9 of the 88 communities in which State rural schools are operated as of September 1, 1965, the lack of secondary school facilities is obvious.

II. GENERAL POLICY CONSIDERATIONS

In order to analyze Alaska's rural schools, three categories will be considered: (1) the very small school in which high school instruction cannot be provided, (2) the medium-sized schools which have enrollments sufficient to justify courses above the eighth grade level, and (3) day-boarding high schools designed to serve a geographical region.

Two major policy considerations govern decisions determining use of one type of school over the other: (1) the need to preserve home ties, and (2) the need to establish schools of adequate size to offer a full program.

POLICY CONSIDERATIONS, DAY-BOARDING SCHOOLS

Possible Advantages

1. More adequate facilities made possible through larger enrollment.
2. Wider choice in curricular offerings.
3. Social and guidance services provided.
4. Regular school attendance sustained.
5. Medical services provided.
6. Learning situation extended into after-school hours.
7. Larger community provides laboratory for civic, cultural and business learnings.
8. Broader contacts with peer group promotes social development.
9. Regular hours and good food promote physical development.
10. Skills of living mastered through daily practice in guided situations.

Possible Disadvantages

1. May weaken home ties.
2. Homesickness if students too young.
3. Lessens students' opportunity to learn subsistence skills practices in the home community.
4. Living in two radically different situations may lead to temporary confusion on the part of some students.
5. Possibly some tendency toward regimentation with resultant loss of student initiative.

POLICY CONSIDERATIONS, SMALL HIGH SCHOOLS

1. Students retain home ties.
2. Personal relationships closer with the teacher.
3. Students may learn study habits more efficiently.

1. Limited curriculum offerings.
2. Limited real-life experience related to modern world.
3. Teacher not qualified to teach all subjects.

POLICY CONSIDERATIONS, SMALL HIGH SCHOOLS (contd.)

Possible Advantages	Possible Disadvantages
4. School facility contributes to local economy.	4. Vicarious learnings limited because of cost of materials.
5. Higher enrollment of high school age students.	5. Skills in social development are not learned.
6. Students have opportunity to learn hunting, fishing and related skills.	6. Communication skills limited.

The Need to Preserve Home Ties

Ties with the family and home should not be destroyed. Where an adequate junior high school education cannot be provided in the home community, the student should have an opportunity to attend school in an environment not completely foreign to him. Requiring junior high school students from Northwestern Alaska to attend Mt. Edgecumbe Boarding School in Southeastern Alaska presents an adjustment problem to many children who find the environment quite unlike that of their home communities. Dormitory life may add to the frustrations of adolescents and be a cause of high school dropouts.[1]

As a result, many Alaskan children may elect to attend small high schools where the curriculum is limited. Where children cannot attend school in their home communities because of inadequate enrollments, they should be given the opportunity to attend boarding high schools as near their home communities as possible.

In light of Alaska's unique problems in providing educational opportunities in remote areas, the following guidelines and criteria are suggested.

III. THE ELEMENTARY SCHOOL

Most schools operated by the BIA and the State are small elementary schools enrolling from 10 to 60 pupils and staffed by 1 to 4 teachers.

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[1] Charles K. Ray, Joan Ryan and Seymour Parker, "Alaska Native Secondary School Dropouts," (College, Alaska: University of Alaska, 1962) pp. 318-22.

Seventy-nine per cent of the State schools, including JCM schools, and 60 per cent of the BIA schools fall into this category.

School buildings constructed by the State and BIA are similar in many respects. Essentially, the agencies provide classrooms and teachers' quarters in communities which meet established criteria. However, schools constructed by the BIA are generally more extensive, i.e., additional facilities such as a lunch kitchen, health clinic, and quarters for visiting personnel may be included.

Classrooms in BIA schools usually are 900 square feet in area, and provide for a class size of 30 pupils. The standard State classroom is 750 square feet in area, and class size is 25 pupils per teacher.

Responsibilities of BIA teachers may include community services, lunch programs, and health care--although such duties are being shifted to health personnel as rapidly as possible. The State Department of Education does not provide comparable services; however, these types of assistance are made available by appropriate State agencies.

Elementary schools (Grades B-8) with minimum enrollments of 10 or more pupils should be operated in all villages.

Criteria for Establishing Elementary Schools

1. A minimum enrollment in Grades 1-8 of 10 or more pupils in State schools, and an anticipated minimum average daily attendance of 12 pupils in BIA schools is required.

2. Evidence of future population growth of the community should exist.

3. Other factors should be considered such as availability of funds and adequate transportation.

Special Preparation of Teachers and Instructional Materials for Alaskan Rural Schools

The University of Alaska, beginning in the summer of 1966, will establish a summer training institute for teachers who have been employed in Alaska's rural schools.[1] Instruction will include methods of teaching

[1] This project is financed by a grant from the Ford Foundation for a four-year period, after which time financial support will be assumed by the State and Federal governments.

English to bilinguals, courses in anthropology, and consideration of special problems in Alaskan education. Teachers who have completed courses in the institute will be employed by the BIA and State for placement in remote areas. Additionally, research will be conducted in the development of instructional materials appropriate for Alaskan schools.

IV. THE JUNIOR HIGH SCHOOL

Junior high schools (Grades 7-9) should be maintained in larger communities.

Criteria for Establishing Junior High Schools

1. A minimum enrollment of 90 in Grades 7-9 is recommended.

2. The faculty shall include at least five full-time teachers.

3. The curriculum shall be approved by the State and shall provide the basic subjects plus a choice of electives including music, home economics, and other courses in practical arts.

4. The school plant and facilities must meet State standards.

5. School furniture, equipment, and instructional materials shall be of sufficient quantity and quality to permit full student participation in the instructional program, including work in practical arts courses.

V. THE REGULAR (LOCAL) HIGH SCHOOL

Regular (local) high schools (Grades 9-12) should be of such size that an adequate program can be provided. A high school should be large enough (minimum enrollment of 150 pupils) to afford opportunities or some electives, including prevocational training. Conant's recommendation to the effect that no high school operate unless 100 students are in the graduating

class is necessarily unrealistic in Alaska.[1] Nevertheless, any rural school plan should include provisions for establishing high schools which will be sufficiently large to support a minimum program.

Criteria for Establishing Regular (Local) High Schools

1. A minimum of 150 students in Grades 9 to 12 is required to justify the organization of a high school.

2. Evidence of future community growth or decline will be weighed as heavily as present size. Certain communities show little population change since the economic base has remained static. Other communities have grown at an astounding rate.

VI. THE REGIONAL BOARDING HIGH SCHOOL

The regional boarding high school should be a comprehensive high school providing education to youth drawn from adjacent outlying areas who will otherwise be denied an opportunity for a high school education. The usual academic courses will be taught. In addition, the school will provide elective courses including occupational exploratory courses. General education which stresses oral and written expression, reading comprehension, and basic concepts in the field of mathematics and social studies is necessary for all students.

The curriculum and educational program for the State school at Nome and other contemplated boarding schools will be comparable to that planned for regular high schools.

The program will be comprehensive with a major emphasis on vocational curricula supported by basic educational courses presented in a manner designed to complement the vocational education received by the student and to the extent that the student may be eligible to receive a State high school diploma or certificate of course completion.[2]

Regional boarding high schools should take into account the availability of job opportunities in Alaska. However, despite the close ties between

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[1] James B. Conant, "The American High School Today," (New York: McGraw-Hill Book Company, 1959) p. 37

[2] State Board of Vocational Education minutes, Nov. 1965, p. 14

education and employability, oversimplified solutions to economic problems through education must be avoided. Specialized vocational training cannot dominate the secondary school program without handicapping the employment potential of the students. Employers insist that as minimum requirements, students should be able to express themselves well, read with comprehension, understand instructions, and have a basic understanding in mathematics. Potential employers indicate they would prefer to train their recruits in the specific and technical aspects of their vocation rather than have the schools attempt this task to the sacrifice of basic skills.[1]

As a long range goal, boarding high schools should consider post-graduate education and training to prepare rural residents for employment with the U. S. Air Force, the Federal Aviation Agency, the Bureau of Indian Affairs, the U. S. Public Health Service, the State of Alaska, and private businesses. The highly successful RCA program developed to give high school graduates 18 months of technical training to prepare them for electronic specialist positions is illustrative of the possibilities which should be explored. Qualified students should be encouraged to choose academic courses leading to college and professional employment.

Regional boarding high schools with a minimum enrollment of 300 pupils should be established to provide educational opportunities for pupils residing in communities without high school facilities. Advantages would include:

1. An increased opportunity for pupils to attend school in their home villages.

2. An opportunity for rural school children to attend an accredited secondary school with a curriculum sufficiently broad to provide for a wide variety of talents and abilities.

3. An enriched high school curriculum which can be developed on boarding school campuses and in adjacent urban centers but not in isolated villages.

Under no circumstances should a child be forced to leave his family against the wishes of his parents. Where local high schools are not available, correspondence courses should be provided as an alternative, but with the understanding by parents and children that such studies cannot provide the

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[1] Constance F. Griffith, "The Need for Vocational Education in Alaska," (unpublished research study, University of Alaska, 1962), pp. 124-26.

opportunities for social and cultural development found in regular high school programs.

Criteria for Establishing Regional Boarding High Schools

1. In order to provide a broad curriculum including sufficient electives for the nonacademically- and academically-inclined student, a minimum enrollment of 300 students is necessary.

2. Where practicable, students should enroll in the regional high school nearest their homes, but schools should be open to all eligible children of the State.

3. Costs of construction and shipping must be taken into consideration so that the best school plant facilities can be obtained for the amounts expended.

4. The school should be located so that it is easily accessible to students and members of the professional staff. This criterion implies a location near a major transportation hub.

5. Wherever possible, existing school facilities should be utilized for regional boarding high schools.

6. Adequacy of existing community facilities such as water, sewers, and fire protection should be taken into account in determining school centers and sites.

7. The community should have a sense of responsibility and indicate active support for the youth residing in the community and for those students brought into the school from adjoining villages.

8. Consideration should be given to employment and cultural opportunities. The school should not be an isolated entity but should be a true community school. It is essential that a free interchange of activities between the school and the community be encouraged.

The organized districts should operate those boarding schools located within their boundaries. The State or the BIA would reimburse the school

district for the cost of educating the nondistrict students.

In the event that some of the smaller school districts have excess space, the State should explore the possibility of placing boarding school students from the rural areas in these schools. This may require, in some cases, placement of children in approved homes near the school location.

Representatives from the State Department of Education and the Bureau of Indian Affairs should make concerted efforts to insure that boarding school space is utilized effectively. Applicants for admission to any boarding school should be screened by officials from both agencies to help insure placement of students in schools nearest their homes (assuming space availability) and in schools providing programs most appropriate for a particular student in light of his abilities and interests.

VII. SPECIAL EDUCATIONAL PROGRAMS

Education for Overage, Undereducated Youth and Adults

Overage, undereducated youth and adults should be assisted through additional education. Wrangell Institute may in the future be utilized for this purpose. But at present, and until other facilities become available, Wrangell will be needed for elementary and junior high school programs. The type of education provided for these youths and adults would not be identical with that of a regular high school from which many withdraw. However, basic education would be available, although coupled with an occupational emphasis and supplemented by directed work experiences where feasible.

Education of the Exceptional Child

In Alaska, the law defines education for exceptional children as programs of training for the mentally retarded and the physically handicapped child.

The mentally retarded include those children who are considered to be educable and those who are trainable. The physically handicapped are classified as follows: (a) blind and partially sighted; (b) profoundly deaf and hard of hearing; (c) orthopedically handicapped; (d) neurologically handicapped; and (e) emotionally disturbed.

At this time statistics are not available to show the number of exceptional children living in rural Alaskan communities. As a beginning step, all handicapped children of school age should be identified and enumerated.

Secondly, a process of screening should be developed to determine the classification of handicaps.

Since highly specialized services are required for the screening of exceptional children, screening centers should be established in urban areas.

When such information is available, centers should be established to serve the needs of handicapped children in rural Alaska, assuming that parents desire such opportunities for their children. Where possible, special education programs should be operated in conjunction with existing schools, not in an institutionalized situation.

Special High Schools

The special secondary program is an interim program established to offer a secondary education to those pupils for whom regular high school facilities are not available. Basically, it is an ungraded program in which pupils acquire required courses and selected elective courses through classroom instruction and/or supervised correspondence study.

The staff may consist of only one or two teachers, and special consideration should be given to the selection of teachers to assure high quality in teaching. Not only should teachers chosen for special secondary programs have excellent training and experience in their teaching fields; they should possess good character, broad backgrounds of culture and information, and exceptional interest and ability for work with young people.

Such programs (presently at McGrath, Tanana and Thorne Bay) are established according to the following criteria. A special high school may be established, in connection with an existing elementary school, where there are 12 or more eighth grade graduates who have not reached their 21st birthdays, and whose parents give assurance that the pupils will enroll in and attend classes regularly.

In approving a special high school, the Commissioner of Education shall take the following factors into consideration:

1. Availability of existing or nearby high schools;

2. Availability of State-owned or rental facilities;

3. Adequacy of facilities, including teachers' quarters;

4. Availability of qualified teachers;

5. Estimated enrollments;

6. Availability of funds.

Special high schools may be closed or consolidated when:

1. The average daily membership drops below ten. (Should the ADM fall below ten during the first semester, the high school may be closed at the end of the semester and correspondence courses provided for the remainder of the year. If the ADM falls below ten, but not below eight during the second semester, the high school should be continued until the close of the school year.)

2. It becomes feasible for students to attend other secondary schools.

3. Funds or facilities are inadequate.

VIII. CONTINUING COMMITTEE ON EDUCATION

This plan should not be considered a static or final document. Experience, research, and changing conditions will indicate many areas where changes should be made in the current report, or where it should be supplemented. More research should be done on rural educational needs, and the results of this research should be reflected in future operations.

A permanent committee should be established to review and modify agency procedures. If the committee is established on a permanent basis, it should, from time to time, direct further research and investigation into specified areas. Preferably the work should be done by one or more individuals devoting full time to the project under the direction of the committee. Staff assistance of this kind would most likely be available during summer vacations.

IX. COOPERATIVE PLANNING FOR SCHOOL CONSTRUCTION

To facilitate consolidation of the two school systems presently in operation, close coordination in planning rural school facilities is essential.

School construction should meet no less than minimum space and safety requirements as established by the State.

Emergency School Construction Needs

BIA educational plants are presently overcrowded by more than 1,000 pupils. A large number of facilities now used are in desperate need of replacement. In addition to this, nearly 600 pupils must be sent from the State to guarantee them an education. The native population is growing at an unprecedented rate, with much of the increase in the school-age group. The recognition by the native people of the necessity for education through high school is creating additional pressure for classroom space. Alaska is faced with the necessity of formulating an emergency construction program to meet the needs of the students. An enormously expanded program of school construction has been projected. Unfortunately, the problem of providing sufficient space for all schoolchildren is complicated by the nature of the Alaska geography and the habits of its people. As a result of various factors, many villages are in a constant state of flux from the standpoints of population and site. Projections of populations for individual villages have not proven reliable. Area- and statewide projections, however, have attained much more reliability.

Of all the population studies attempted, the ones by George W. Rogers have been the most carefully done. Rogers' work has provided the basis for material presented here, using the low estimate which he has developed. The forecasts of need, therefore, must be considered as the minimum and a probability exists that more construction will actually be required to meet the emerging needs.

The provision of adequate space, when and where needed, is a challenge which cannot be met without incorporating into the construction program flexibility not hitherto found. The proposed program seeks to achieve this flexibility in three ways: (1) lower cost, quick-construction units would be built in communities which evidence some instability, i.e., population regression or site movement, (2) a higher percentage of boarding school space would be made available to permit enrollments of children from villages with overcrowded or nonexistent schools, and (3) transportable, panelized units would be available for shipment or removal to meet shifting requirements for educational facilities.

Because of the extreme urgency of need for school facilities, a school construction program should be initiated through cooperative action of State and Federal agencies. It is estimated that by 1970, in schools presently operated by BIA, more than 1200 additional spaces must be provided in 78 small elementary day schools and over 500 additional spaces in four larger elementary and junior high schools. In addition, more than 3000 spaces will

be needed in 1970 for students of high school age. Proposals for construction by State and Federal agencies of seven regional boarding high schools to meet this need are under consideration.

X. FINANCE

It is agreed that the State and the BIA should move toward a single school system to be operated by the State with provisions for continuing financial support by the Federal Government. The State, the BIA, and other Federal agencies shall develop a plan for transferring administrative responsibility of presently operated BIA day schools to the State. Financial support of up to 100 per cent may be provided through appropriate Federal agencies.

The State should exercise caution in assuming administrative responsibility over BIA schools which are in isolated locations, not served by commercial carriers or BIA ships, or are served under involved transportation arrangements that the BIA has been able to develop over the years.

The common goal of the BIA and the State is to provide the best possible education for rural school youth. It is agreed that this goal can best be accomplished through the establishment of a single system of public elementary and secondary education (see Memorandum of General Agreement, Appendix D).

The JOM contract is with the State rather than with a political subdivision of the State. Incorporation of cities and boroughs would therefore eliminate the BIA financial obligation for school operational costs. However, the BIA would retain the obligation to bring the physical plant up to State minimum standards or to standards which are acceptable to the State.

Finances of the boarding schools would be divided between State and Bureau of Indian Affairs with the following conditions:

State School at Nome: The State has constructed and will operate the classroom facilities; the BIA has constructed the dormitory. The operation of the dormitory and the school will be accomplished by one agency. The State will operate both the dormitory and the school to provide a uniform school program. The BIA will provide financial assistance for dormitory operations and liaison services.

Kodiak-Aleutians, Lower Yukon-Kuskokwim Area, Central Area: Construction and operation of regional boarding high school facilities at Kodiak have been approved by the State and BIA. The basis of negotiation for operation

should be the formula used in connection with the State school at Nome.

Mt. Edgecumbe: This school should continue to be operated by the BIA and should be transferred to the State for maintenance and operation when construction and financial arrangements can be made.

XI. RECOMMENDATIONS

1. The criteria set forth for establishing new schools should be adhered to as closely as possible.

2. Every effort should be made to provide an elementary and secondary school education for all Alaska's children through local schools and boarding high schools or by placement of children in approved homes where schools are located.

3. The highest priority should be given to establishing and improving elementary schools where adequate education is not now being provided, with the second priority being given to the construction of local high schools in communities which can support them. Third priority should go to regional boarding schools to accommodate students for whom a high school program is not available locally.

4. The Alaska Department of Education and the Bureau of Indian Affairs should jointly determine where additional high school facilities can and should be established for eligible pupils and should investigate the feasibility of providing strong junior high schools in locations where enrollment does not justify a full high school program.

5. The Alaska Department of Education and the Bureau of Indian Affairs should cooperate closely in developing emergency and long range plans to educate all children in the State. This includes those students for whom boarding school space in local high schools is not available and students needing special education by the State. (See Chapter 14 of Alaska School Code.)

6. Adequacy of educational programs in the local and boarding schools should be under continuous review. In particular, the Alaska Department of Education should investigate the adequacy of educational programs in very small high schools and compare the achievement and adjustments of their students with that of boarding high school students.

7. Careful studies should be made of per-pupil costs at the two boarding schools. The possibility of increasing enrollments should be investigated as an alternative to establishing new boarding schools.

8. Where possible, the State should carry out a continuing program of prevocational and occupationally-oriented education which will realistically take into account the availability of job opportunities in Alaska.

9. A coordinating committee should be organized to develop joint State-Federal and village planning prior to relocation of villages. All requests for assistance from such villages should be referred to the coordinating committee.

10. Postgraduate technical or vocational training at high school sites, particularly at the boarding school locations, should be considered.

11. The possibility of assisting uneducated youth and adults through additional education and training should be explored.

12. The State and BIA should continue to arrange for an orderly transfer of BIA schools to State administration on a region-by-region basis under Johnson-O'Malley contracts.

13. Transfer of BIA schools to State operation should be effected as quickly as practicable. Supplementary financial support for operation of schools by the State will be obtained through applicable Federal laws.

14. The State, through its political subdivisions, should assume the financial burden of all elementary and secondary day schools when the areas in which these schools are located are incorporated into boroughs.

15. The possibility of locating suitable living accommodations in cities for students who cannot attend local or regional boarding high schools should be explored.

16. A continuing education committee should be established to review and revise the overall education plan and to direct research and investigation into areas specified by the committee.

APPENDIX A

AVERAGE DAILY MEMBERSHIP
Alaska Rural Schools
1964-1965

School	Organi-ation	Elementary Enroll-ment	Elementary Teach-ers	Secondary Enroll-ment	Secondary Teach-ers	Other* Instr. Staff	Total Enroll-ment	Total Teach-ers
Akutan JOM	1-8	22	1	---	--	--	22	1
Aleknagik	1-8	43	2	---	--	--	43	2
Allakaket	1-8	41	2	---	--	--	41	2
Ambler	1-8	39	2	---	--	--	39	2
Anaktuvuk Pass	1-8	39	2	---	--	--	39	2
Anderson Village	1-8	54	3	---	--	--	54	3
Angoon	1-8	136	7	---	--	--	136	7
Aniak	1-8	71	4	---	--	--	71	4
Annette	1-8	79	4	---	--	--	79	4
Anvik	1-8	36	2	---	--	--	36	2
Belkofski	1-8	14	1	---	--	--	14	1
Bethel	K-8-4	452	19	67	7	2	519	28
Bettles Field	1-8	7	1	---	--	--	17	1
Brown's Court	1-8	38	3	---	--	--	38	3
Cantwell	1-8	14	1	---	--	--	14	1
Cape Yakataga	1-8	15	1	---	--	--	15	1
Chignik JOM	1-8	21	2	---	--	--	21	2
Chignik Lagoon	1-8	28	2	---	--	--	28	2
Chignik Lake JOM	1-8	37	2	---	--	--	37	2
Chitina	1-8	8	1	---	--	--	8	1
Circle JOM	1-8	21	1	---	--	--	21	1
Clark's Point	1-8	39	2	---	--	--	39	2
Cold Bay	1-8	33	2	---	--	--	33	2
Copper Center	1-8	25	2	---	--	--	25	2
Crooked Creek	1-8	28	2	---	--	--	28	2
Curtis	1-8	9	1	---	--	--	9	1
Delta Junction	1-8-4	204	8	42	7	1	246	16
Dot Lake	1-8	8	1	---	--	--	8	1
Egegik JOM	1-8	43	2	---	--	--	43	2
Ekuk	1-8	10	1	---	--	--	10	1
Ekwok JOM	1-8	26	1	---	--	--	26	1
False Pass	1-8	12	1	---	--	--	12	1
Fortuna Ledge	1-8	52	2	---	--	--	52	2
Fort Yukon	1-8-4	152	8	42	4	1	194	13
Gakona	1-8	36	2	---	--	--	36	2
Galena	1-8	20	1	---	--	--	20	1
Georgetown	1-8	15	1	---	--	--	15	1
Gildersleeve	1-8	19	1	---	--	--	19	1
Glacier View	1-8	17	1	---	--	--	17	1
Glennallen	1-8-4	133	7	71	5	1	204	13
Gustavus	1-8	16	1	---	--	--	16	1
Healy	1-8	15	1	---	--	--	15	1
Hughes	1-8	28	1	---	--	--	28	1
Huslia	1-8	48	3	---	--	--	48	3
Kenny Lake	1-8	38	2	---	--	--	38	2
Kobuk	1-8	15	1	---	--	--	15	1
Kokhanok	1-8	21	1	---	--	--	21	1
Koyukuk	1-8	45	2	---	--	--	45	2

APPENDIX A

School	Organi-ation	Elementary Enroll-ment	Elementary Teach-ers	Secondary Enroll-ment	Secondary Teach-ers	Other* Instr. Staff	Total Enroll-ment	Total Teach-ers
Levelock JOM	1-8	13	1	---	--	--	13	1
McGrath	1-8	58	3	---	--	--	58	3
Manley Hot Springs	1-8	21	1	---	--	--	21	1
Mentasta Lake	1-8	18	1	---	--	--	18	1
Metlakatla	K-8-4	278	11	102	7	2	380	20
Nelson Lagoon	1-8	11	1	---	--	--	11	1
Newhalen JOM	1-8	33	2	---	--	--	33	2
Nikolai	1-8	27	2	---	--	--	27	2
Nikolski JOM	1-8	6	1	---	--	--	6	1
Nondalton JOM	1-8	75	4	---	--	--	75	4
Northway	1-8	43	2	---	--	--	43	2
Nyac	1-8	12	1	---	--	--	12	1
Pauloff Harbor	1-8	12	1	---	--	--	12	1
Pedro Bay	1-8	14	1	---	--	--	14	1
Perryville	1-8	39	2	---	--	--	39	2
Pilot Point JOM	1-8	13	1	---	--	--	13	1
Platinum	1-8	12	1	---	--	--	12	1
Portage Creek	1-8	21	1	---	--	--	21	1
Port Alice	1-8	14	1	---	--	--	14	1
Port Heiden	1-8	12	1	---	--	--	12	1
Rampart JOM	1-8	14	1	---	--	--	14	1
Ratz Harbor	1-8	14	1	---	--	--	14	1
Red Devil	1-8	13	1	---	--	--	13	1
Ruby	1-8	60	3	---	--	--	60	3
Russian Mission	1-8	34	2	---	--	--	34	2
St. George FWS	1-8	63	3	---	--	--	63	3
St. Paul FWS	1-8	86	7	---	--	1	86	8
Sand Point	1-8	71	4	---	--	--	71	4
Squaw Harbor	1-8	10	1	---	--	--	10	1
Stony River	1-8	27	2	---	--	--	27	2
Suntrana	1-8	11	1	---	--	--	11	1
Tanana	1-8-4	100	3	23	2	1	123	6
Tatitlek JOM	1-8	45	2	---	--	--	45	2
Teller	1-8	58	3	---	--	--	58	3
Tenakee	1-8	19	1	---	--	--	19	1
Thorne Bay	1-8-4	73	3	18	2	1	91	6
Tok	1-8-4	118	5	31	5	1	149	11
Usibelli	1-8	8	1	---	--	--	8	1
Wasilla Youth C.	7-12	7	1	14	1	--	21	2
Yakutat FAA	1-8	39	2	---	--	--	39	2
TOTAL		3934	207	410	40	11	4334	258

*incl librarians, nurses, counselors, principals and superintendents

APPENDIX B

SCHOOL ENROLLMENT
Bureau of Indian Affairs Schools
December, 1964

School	Organi-ation	Elementary Enroll-ment	Elementary Teach-ers	Secondary Enroll-ment	Secondary Teach-ers	Other Instr. Staff	Total Enroll-ment	Total Teach-ers
Akiachak	B-8	68	2	---	--	--	68	2
Akiak	B-8	45	2	---	--	--	45	2
Alakanuk	B-8	99	3	---	--	--	99	3
Arctic Village	B-8	24	1	---	--	--	24	1
Atka	B-8	35	1	---	--	--	35	1
Barrow	B-8-S	463	17	7	1	2	470	20
Barter Island	B-8	35	2	---	--	--	35	2
Beaver	B-8	39	1	---	--	--	39	1
Birch Creek	B-8	16	1	---	--	--	16	1
Brevig Mission	B-8	33	1	---	--	--	33	1
Buckland	B-8	26	1	---	--	--	26	1
Canyon Village	B-8	10	1	---	--	--	10	1
Chalkyitsik	B-8	32	1	---	--	--	32	1
Chefornak	B-8	55	2	---	--	--	55	2
Chevak	B-8	140	4	---	--	--	140	4
Deering	B-8	11	1	---	--	--	11	1
Diomede	B-8	19	1	---	--	--	19	1
Eagle	B-8	21	1	---	--	--	21	1
Eek	B-8	58	2	---	--	--	58	2
Elim	B-8	54	2	---	--	--	54	2
Emmonak	B-8	111	4	---	--	--	111	4
English Bay	B-8	28	1	---	--	--	28	1
*Galena	B-8	66	2	---	--	--	66	2
Gambell	B-8	110	4	---	--	--	110	4
Golovin	B-8	26	1	---	--	--	26	1
Goodnews Bay	B-8	37	2	---	--	--	37	2
Grayling	B-8	33	1	---	--	--	33	1
Hooper Bay	B-8-S	159	7	32	2	1	191	10
Kalskag	B-8	55	2	---	--	--	55	2
Kaltag	B-8	63	2	---	--	--	63	2
Kasigluk	B-8	72	2	---	--	--	72	2
Kiana	B-8	71	2	---	--	--	71	2
Kipnuk	B-8	75	2	---	--	--	75	2
Kivalina	B-8	33	1	---	--	--	33	1
Klukwan	B-8	21	1	---	--	--	21	1
Koliganek	B-8	32	1	---	--	--	32	1
Kotlik	B-8	50	2	---	--	--	50	2
Kotzebue	B-8-S	399	15	35	2	2	434	19
Koyuk	B-8	40	1	---	--	--	40	1
Kwethluk	B-8	109	4	---	--	--	109	4
Kwigillingok	B-8	121	4	---	--	--	121	4
Lower Kalskag	B-8	29	1	---	--	--	29	1
Manokotak	B-8	50	2	---	--	--	50	2
Mekoryuk	B-8	82	2	---	--	--	82	2
Minto	B-8	49	2	---	--	--	49	2
Mt. Edge. Hosp.	B-8	9	1	---	--	--	9	1
Mountain Village	B-8	91	3	---	--	--	91	3
Napakiak	B-8	63	2	--	--	--	63	2

Enrollments, BIA Schools (Page 2)

APPENDIX B

School	Organi-ation	Elementary Enroll-ment	Elementary Teach-ers	Secondary Enroll-ment	Secondary Teach-ers	Other Instr. Staff	Total Enroll-ment	Total Teach-ers
Napaskiak	B-8	62	2	---	--	--	62	2
Newtok	B-8	61	2	---	--	--	61	2
New Stuyahok	B-8	53	2	---	--	--	53	2
Noatak	B-8	59	2	---	--	--	59	2
Noorvik	B-8	141	5	---	--	--	141	5
Northway	B-8	32	1	---	--	--	32	1
Nunapitchuk	B-8-S	131	4	12	1	--	143	5
Pilot Station	B-8	75	2	---	--	--	75	2
Point Hope	B-8	88	4	---	--	--	88	4
Quinhagak	B-8	89	2	---	--	--	89	2
St. Michael	B-8	54	2	---	--	--	54	2
Savoonga	B-8	81	3	---	--	--	81	3
Scammon Bay	B-8	46	2	---	--	--	46	2
Selawik	B-8	110	4	---	--	--	110	4
Shageluk	B-8	48	2	---	--	--	48	2
Shaktoolik	B-8	58	2	---	--	--	58	2
Shishmaref	B-8	60	2	---	--	--	60	2
Shungnak	B-8	35	2	---	--	--	35	2
Sleetmute	B-8	22	1	---	--	--	22	1
Stebbins	B-8	62	2	---	--	--	62	2
Stevens Village	B-8	25	1	---	--	--	25	1
Tanacross	B-8	25	1	---	--	--	25	1
Tetlin	B-8	37	1	---	--	--	37	1
Togiak	B-8	117	4	---	--	--	117	4
Tuluksak	B-8	44	1	---	--	--	44	1
Tuntutuliak	B-8	40	2	---	--	--	40	2
Tununak	B-8	62	2	---	--	--	62	2
Unalakleet	B-8-2	136	10	23	2	1	159	13
Venetie	B-8	31	1	---	--	--	31	1
Wainwright	B-8	82	2	---	--	--	82	2
Wales	B-8	46	2	---	--	--	46	2
White Mountain	B-8	50	2	---	--	--	50	2
Wrangell	B-8-1	159	12	93	5	3	252	20
Mt. Edgecumbe	9-12	---	--	663	35	5	663	40
TOTAL		5588	210	865	48	14	6453	272

*Galena has a State teacher who repats to the BIA Principal-Teacher.

APPENDIX C

Memorandum of General Agreement
State of Alaska—Bureau of Indian Affairs

1. Public education in Alaska is a primary responsibility of the State of Alaska. This responsibility extends to all children within the State.

2. The State Government will do all that its resources will allow in order to meet the educational requirements of all its children. In the State's continuing effort to do all that might be expected, close attention must be given local participation in the support of public school operations.

3. The educational effort of the Bureau of Indian Affairs in Alaska has been and will continue to be directed toward the attainment of educational goals to which the State and Federal governments are committed but which cannot be attained by the State alone because of financial limitations.

4. It is the mutual goal of the State and Federal governments to establish for all people in Alaska a single system of public elementary and secondary education.

5. All public schools in the State of Alaska should ultimately be included in the State educational system notwithstanding that Federal financial participation will remain essential for some time.

6. It is agreed that there exists today a serious deficiency in the overall educational program in Alaska, particularly with respect to children of high school age who, for lack of facilities, are not in school.

7. It is agreed that a closer coordination will be established between programs of the Federal Government which provide the State with financial aid for education. This will require cooperative planning by the State Department of Education, the U. S. Office of Education, and the Bureau of Indian Affairs. The Bureau of Indian Affairs intends to operate its schools or otherwise fulfill its commitments to the education of Alaskan natives in a fashion consistent with educational policy as it is developed by the State of Alaska. However, it is agreed that State policy should be formulated with full consideration of the limitations of law which govern Federal activities and financial contributions.

8. Although the Bureau has requested funds for planning new school facilities, the plan of the Bureau may be adjusted to conform as closely as possible to the comprehensive educational programs to be developed by the State.

9. It is agreed that the State of Alaska should formulate an overall plan with local participation for (a) expansion of present high school educational

facilities, and (b) transfer of Bureau-operated schools to State management and operation. This planning, of necessity, will include Federal financial participation.

10. Such plan as the State formulates will be the basis for further discussions looking toward agreements which will coordinate Federal and State efforts in the educational field.

11. It is especially to be noted that the Bureau in considering such plans as may be advanced by the State has no fixed objection to the location of high school facilities in any particular community, and it is hoped that State plans for school construction at Nome may be utilized within the overall program.

12. It is agreed that the Bureau of Indian Affairs and the State of Alaska consider the establishment of regional comprehensive high schools with necessary domiciliary facilities an acceptable approach in providing secondary education.

13. Nothing in this statement is to be interpreted as a commitment by either the State of Alaska or the Bureau of Indian Affairs to a particular approach in meeting the educational problems in Alaska which are of mutual concern. At such time as the State of Alaska provides policy guidelines for discussion with the Bureau of Indian Affairs it is hoped that a commitment to particular actions may be made at both the State and Federal levels.

(March 1, 1962)

APPENDIX D

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER / ALASKA OFFICE BUILDING — JUNEAU 99801

ALASKA STATE PLAN

(COPY)

(For Administration of Johnson-O'Malley Act Funds)
November 15, 1965

Purpose:

The purpose of this plan is to outline the policy and procedure to be used in the administration of Johnson-O'Malley Act funds received by the State of Alaska through annual contracts with the Bureau of Indian Affairs.

Provisions:

A. This plan is in accordance with:

1. **State laws, regulations, and standards pertaining to the operation of the Public School System of Alaska and correlates with provisions of the "Over-All Education Plan for Rural Alaska of 1963" and subsequent revisions.**

2. **Federal laws and regulations pertaining to Federal aid grants and contracts related to the education of native and Indian children as administered by the Bureau of Indian Affairs.**

3. **Other Federal laws and regulations pertaining to Federal aid grants and contracts related to education of elementary and secondary students.**

4. **Laws pertaining to Federal Assistance in Federally Affected Areas. The Congress amended Public Law 874 on August 12, 1958, to include Indian children (Aleuts and Eskimos) on the same basis as other children whose parents reside on or work on trust lands. Funds thus provided under the Johnson-O'Malley Act must not duplicate Public Law 874 funds but may supplement when exceptional or extraordinary circumstances exist.**

B. Bureau of Indian Affairs schools transferred to the State under this plan will be eligible and entitled to supplemental financial support under the provisions of the Johnson-O'Malley Act, provided a justifiable need exists after all other resources have been utilized, including applicable sections under Public Law 874, as amended.

C. This plan may be changed by mutual consent of both agencies in the event some changes become necessary and/or feasible due to changes in Federal or State laws affecting financial aid for the subject schools.

D. Unused funds received by the State or its political subdivisions through annual contracts under the provisions of the Johnson-O'Malley Act shall be carried over as a budget credit balance to the next contract period.

E. Johnson-O'Malley funds through the Bureau will be provided yearly under a contract, subject to funds available, and in amount as defined by this plan. It is mutually understood that the State will submit a budget which will reflect the various sections of this plan and on which the total contract will be based. It is further agreed that the State will submit an annual report at the end of each school year consisting of a narrative and statistical analysis of the use of Government funds.

F. The following schedule of transfers as outlined in November, 1964 represents agreements reached by the Bureau and the State and is part of the State Plan:

Transfer of title of all Johnson-O'Malley schools on Kodiak Island by July 1, 1966. Each school meets or will meet State standards on stated date.

Kodiak Borough:

1. Alitak
2. Afognak
3. Karluk
4. Old Harbor
5. Ouzinkie

We recommend transfer of title of schools in the Kenai Borough for the same reasons, by July 1, 1967.

Kenai Borough:

1. Port Graham
2. Tyonek
3. English Bay (BIA)

The following State-operated Johnson-O'Malley schools meet the State standards, and we hereby recommend that the State Department of Education accept title by July 1, 1966.

1. Akutan
2. Chignik Lake
3. Egegik
4. Circle
5. Nondalton
6. Tatitlek

The following new school plants owned and operated by the Bureau of Indian Affairs meet State standards. The Bureau of Indian Affairs will follow its policy of mutual readiness in making transfers of schools. Transfer to titles for the following will be accomplished by July 1, 1968.

1. Atka
2. Koliganek
3. Manokotak
4. New Stuyahok
5. Togiak

The following Bureau-operated schools should be transferred to complete geographical blocks of schools operated by the State. We recommend that title to those schools be transferred to the State when mutual readiness can be attained.

1. Klukwan
2. Northway
3. Tanacross
4. Minto
5. Tetlin
6. Eagle

Plans for transfer of other Bureau of Indian Affairs schools and other schools receiving support from Johnson-O'Malley funds to State or borough operation will continue in accordance with the provisions of the "Over-All Education Plan for Rural Alaska."

G. Amendments to the State Plan may be made by mutual agreement between the State and the Bureau of Indian Affairs.

H. Whenever titles to any Bureau of Indian Affairs schools are transferred to the State, no further Johnson-O'Malley assistance will be provided unless there are exceptional circumstances which will be justified separately in accordance with Item B. of the General Provisions.

I. It is mutually understood that Johnson-O'Malley funds provided will be paid through the State to each borough or school district.

APPROVED

/s/ William A. Egan
Office of the Governor
State of Alaska

November 15, 1965
Date

/s/ Selene Gifford
Assistant Commissioner
Bureau of Indian Affairs

December 10, 1965
Date

/s/ Wm. T. Zahradnicek
Commissioner of Education
State of Alaska

Nov. 15, 1965
Date

/s/ S. W. Smith
Acting Area Director
Bureau of Indian Affairs

Nov. 29, 1965
Date

APPENDIX D

STATE OF ALASKA

WILLIAM A. EGAN, GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER / ALASKA OFFICE BUILDING – JUNEAU 99801

(COPY)

November 15, 1965

Amendment to Johnson-O'Malley Plan
Dated November 15, 1965

1. Purpose:

It is the purpose of this amendment to outline operational and administrative procedures pertaining to Federally owned (Bureau of Indian Affairs) dormitory located on the site of the William E. Beltz School at Nome.

2. Basic Operating Principles:

a. The dormitory, constructed by the Bureau of Indian Affairs, is an integral part of the William E. Beltz State-Operated School.

b. The high school and dormitory will be operated and administered by one agency (the State Department of Education).

c. The Bureau of Indian Affairs will provide liaison and advisory services to the State in connection with the "dormitory enrichment program."

d. The Bureau of Indian Affairs will provide financial support, subject to the availability of funds, for dormitory operation and related expenses based upon budgets prepared by the Department of Education in accordance with Johnson-O'Malley procedures.

e. School and dormitory student enrollment criteria will be mutually determined by the Bureau of Indian Affairs and the State and annual reviews and necessary revisions will be made.

f. Bureau support for operational expenses will be supplied on a need basis to be determined by consideration of all available local, State, and Federal funds.

3. Specific Agreements:

a. The Alaska Department of Education agrees to:

(1) Provide a qualified staff for school and dormitory (see attached position description);

(2) Staff the dormitory according to current Bureau standards; (see attached Bureau of Indian Affairs staffing standards)

(3) Utilize the services of the Bureau of Indian Affairs liaison officer in respect to the dormitory enrichment program, and such other services as may mutually be agreed upon;

(4) Provide financial support for the school, including a pro rata share of dormitory expense for pupils not receiving financial support from the Bureau of Indian Affairs.

b. The Bureau of Indian Affairs agrees to:

(1) Provide resident liaison and consulting services in respect to dormitory operation for three years;

(2) Provide financial support for dormitory operation on a need basis after all local, State, and other Federal funds have been considered.

APPROVED:

/s/ William A. Egan
Office of the Governor
State of Alaska

November 15, 1965
Date

/s/ Selene Gifford
Assistant Commissioner
Bureau of Indian Affairs

Dec. 10, 1965
Date

/s/ Wm. T. Zahradnicek
Commissioner of Education
State of Alaska

Nov. 15, 1965
Date

/s/ S. W. Smith
Acting Area Director
Bureau of Indian Affairs

Nov. 29, 1965
Date

Sec. 452. Contracts for education, medical attention, relief and social welfare of Indians.

The Secretary of the Interior is authorized, in his discretion, to enter into a contract or contracts with any State or Territory, or political subdivision thereof, or with any State university, college, or schools, or with any appropriate State or private corporation, agency, or institution, for the education, medical attention, agricultural assistance, and social welfare, including relief of distress, of Indians in such State or Territory, through the agencies of the State or Territory or of the corporations and organizations hereinbefore named, and to expend under such contract or contracts, moneys appropriated by Congress for the education, medical attention, agricultural assistance, and social welfare, including relief of distress, of Indians in such State or Territory.

(Authority for establishment of Alaska State Plan for administration of JOM funds: Apr. 16, 1934, ch 147, sec 1, 48 Stat. 596; June 4, 1936, ch 490, 49, Stat. 1458. Library references: Indians (key) 24; CJS Indians secs 7, 18.)